



Redesign Plan

Hale High School

Hale Area Schools

Mr. Michael Bowman, Principal
311 N Washington St
Hale, MI 48739-9592

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Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Final Summative Evaluation Form Documentation Needed for Domains Framework Placement Elements Evaluation Rubrics for Enhancing Professional Practice Domains Post Observation Form Pre Observation Form Sample of Artifacts for Each Component Walk Throughs A Framework For Teaching Evaluation Percentages Weekly Data Review Detail Form Template

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Mike Bowman Goals 2013 2014 Principal-Supervisor Evaluation Michael Bowman 2014

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		Master Agreement Language

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		Master Agreement Language

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	No need to do this. Contract language and Union President being on the team allows us to move forward.	

Redesign Plan

Hale High School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Redesign Plan - Signature Page

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Ronald L. Kraft, Superintendent, District Support Person, rkraft@haleschools.net

Michael HD Bowman, Principal, Building Leader, mbowman@haleschools.net

Jennifer Scholtz, Administrative Support/Recorder, jscholtz@haleschools.net

Amie VanHorn, Special Education Instructor, Data Collector & Writer avanhorn@haleschools.net

Julie Bernard, High School English Teacher, Data Collector & Writer, jbernard@haleschools.net

Craig Histed, High School Science Teacher & Union President, Data Collector & Writer, chisted@haleschools.net

Andy Katterman High School Social Sciences & Union Building Representative, Data Collector & Writer, akatterman@haleschools.net

Katie Smillie, High School Math, Data Collector & Writer, ksmillie@haleschools.net

Erin Grove, High School Special Education, Data Collector & Writer, egrove@haleschools.net

Chris Jagelewski, High School PE, Data Collector & Writer, cjagelewski@haleschools.net

Toni Nieman, High School Math, Data Collector & Writer, tnieman@haleschools.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

1. Readers' Workshop will be implemented to increase reading comprehension.
2. Writers' Workshop will be implemented to increase writing skills.
3. MTSS training will be implemented to meet the learning styles for all students

State what data were used to identify these ideas

6A: Process for selecting instruction program

Hale High School has chosen to implement the instructional programs of Readers'/Writers' Workshop, PDCA, and differential instruction (MTSS). Readers' Workshop will be implemented school-wide to increase reading comprehension. Writers' Workshop will be implemented school-wide to improve writing skills. MTSS will be implemented school-wide to improve overall student achievement. These programs were chosen because we were designated a priority school due to the fact that the bottom 30 percent of the students did not meet the standards in all content areas. This was discovered through the disaggregation of multiple data types including MEAP, MME, ACT, Plan, and Explore, as well as bi-monthly mastery tests for ELA and math. Each high school student has been surveyed to determine learning styles in all content areas. Based on disaggregated data, the staff established the big ideas and created the instructional program that will be implemented at Hale High School. Hale Area Schools' low student performance was caused by the lack of school-wide implementation of evidence based and standard aligned programs (e.g. Readers'/Writers' Workshop and MTSS).

6B: Qualities of instructional programs

The school's instructional program reflects the big ideas through:

1. Readers' Workshop will be implemented school-wide to increase reading comprehension. The high school staff has begun using MAISA units to ensure the utilization of Readers' Workshop. Readers' Workshop will help students make connections and understand various types of text through the alignment with career and college readiness standards.

- Common vocabulary for the week
- Graphic Organizers
- Non-core subject areas will support rather than instruct
- Utilize rubrics for ELA, other core subjects, and non-core subjects

2. Writers' Workshop will be implemented school-wide to increase writing skills. The high school has begun using the MAISA units to ensure the utilization of Writers' Workshop. Writers' Workshop will help students master the writing process for life-long skills through the alignment with career and college readiness standards.

- Composition books in core areas
- Graphic Organizers
- Common vocabulary for the week
- Non-core subject areas will support rather than instruct
- Utilize rubrics for ELA, other core subjects, and non-core subjects

3. MTSS training will be implemented school-wide to meet the learning styles for all students. MTSS training will help teachers create robust
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Tier 1 instruction and create effective interventions with research based teaching and learning strategies.

- Student surveys to determine types of learning styles
- Tutorial and enrichments

o Type of Assessment: Formal

o Outcome: 75% and above - Enrichment; 74% and below - Tutorial

At least 80% of students must score at least 75% on assessment, otherwise re-teaching is required instead of tutorial and enrichment groups

o Cycle: At least once a month

4. Tracking Implementation

- Walk-through tool
- Lesson plans
- Peer process - rubric (PLC implementation guide)
- Mentor teachers monitor mentees
- Co-teachers monitor each other

Hale High School's instructional plan was developed through the use of research base and/or relevant data, which showed gaps in reading and writing in all content areas. The staff will be responsible for implementing the said instructional program described above for the next three school years in all content areas for the next three years. Preparation, professional development, and training will continue or commence school year 2014-2015 through the resources of Readers'/Writers' Workshop and MTSS. The administration staff will be held responsible for the implementation and continuation of professional development and support in all areas of the instructional plan.

Administration staff will track adult implementation of the instructional program through the utilization of walk-throughs, lesson plans, peer processes, observations, mentor teachers monitoring mentees, and co-teacher monitoring each other.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Indicator 1A: The current principal of Hale High School, Mr. Michael HD Bowman, meets all five turnaround competencies:

1) identify and focus on early wins and big payoffs - An example of a big ticket item that will gain quick results would be the initiating of ACT-type questions as warm-up activities on a daily basis in each of our core classes. Mr. Bowman has accomplished this by requesting the purchase of ACT Prep software through PLATO which allows teachers easy access to ACT-type questions in their content area to be used daily. While teachers take attendance, students read the question and respond. The questions are posted through ExamView and students respond using the clicker system. Teachers have the ability to collect data on a daily basis using these warm-up questions to identify areas that need continued focus which leads to immediate conversation and gives teachers an indication of what students don't know or haven't mastered, thus allowing them to cycle and spiral these concepts into daily lessons. We had the clickers, we had the Mobis, we had the ExamView software, we had PLATO ACT Prep for students. Mr. Bowman's leadership got us the student information to be utilized by teachers and the teachers' feet held to the fire.

Another example would be Mike's leadership on lesson plans which are done electronically. Special education teachers now have access to core teachers' lesson plans which allows for adapting plans to meet individual student's needs. The electronic plans are flexible and allow space for teachers to reflect daily. Many of our bottom 30% are current special education or former special education students with a commitment to high expectations for all this means of communication and planning has been beneficial for all students and all teachers. This did not occur before Mr. Bowman's employment.

2) break organizational norms - The organizational norms at Hale Area Schools prior to Mike Bowman becoming the principal were if you were a teacher and friend of the principal, his family, or Board members, you were automatically a good teacher. We had an evaluation tool in place. What we lacked was leadership by the building administrator and the knowledge and experience to lead the process that was theoretically in place. What we now have is a principal who has the experience and knowledge and will utilize the system that is in place, is committed to be a lifelong learner, is committed to learning new skills and strategies so he can lead by the best way known to mankind; that is, by example. Mike continues to seek every opportunity that he can to expand and fine-tune his skill sets and knowledge pertaining to instruction, delivery of instruction, assessment, and the correlation therein. Listed below, you will find information containing professional development opportunities in the last year and this current school year. Combine that with the weekly mentoring by the current superintendent and prior consultant, Denise Kish, and you have a principal whose desire is to become highly effective and continue to bury the former norm of achievement for the wealthy and into the current belief statement that all students will learn. For that to occur, all staff members skill sets need to increase and the system that has verbally been accepted needs to be lived. So breaking the organizational norm of achievement for some to achievement for all is well underway.

-Leadership for Achievement-

9/10/14 Dr. Larry Lezotte "Creating the Framework for Student Success:

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9/16/14	Dr. Patricia Davenport	"Closing the Achievement Gap-No Excuses"
10/22/14	Dr. Peggy Hinckley	"Keeping Your Finger on the Pulse of Student Achievement"
11/20/14	Dr. Brian McNulty	"Strategic Leadership that Impacts School & District Performance"
2/12/15	Mr. Bob Petrovich	"Creating the Achievement Culture"
3/12/15	Dr. Mike White	"Collaboration Accountability for Lead Educators"

-The Achievement Training Series-

This training is the system that produced some of the very first 90-90-90 schools. This is the same Plan-Do-Check-Act model, as instituted in the Brazosport, Texas Independent School District by its originator, Patricia Davenport, that took several "F" schools to "Texas Exemplary"! There is no more powerful model in the world of "school Effectiveness" than this "TQM/Effective Schools" blend! Come and learn how to lead your district to its greatest achievement. (This is also the model adopted by State Superintendent, Dr. Tony Bennett and the State of Indiana!)

This 9:00 am. to 3:00 pm statewide cohort V series includes:

-Training Series-

September 11, 2014 - Dr. Larry Lezotte - Clinton RESA, 1013 S. US 27, St. Johns

September 15, 2014 - Dr. Patricia Davenport - Saginaw ISD, Transition Ctr, 3860 Fashion Square Blvd, Saginaw

October 16, 2014 - Dr. Patricia Davenport - Gratiot-Isabella RESD, 1131 E. Center Ithica

November 13, 2014 - Dr. Patricia Davenport - Gratiot-Isabella RESD, Winding Brook Conf Ctr, Shepherd

December 8, 2014 - Dr. Patricia Davenport - Saginaw ISD, Transition Ctr, 3860 Fashion Square Blvd, Saginaw

-Process Checks-

March 4, 2015 - Dr. Patricia Davenport - Saginaw ISD, Transition Ctr, 3860 Fashion Square Blvd Saginaw

May 7, 2015 - Dr. Patricia Davenport - Gratiot-Isabella RESD, 1131 E Center, Ithica

3) act quickly in a fast cycle - It would be my opinion that this process is well underway. The fast cycle for Hale Area Schools is the 9-Step Process known as Plan/Do/Check/Act as developed in Bravosport, Texas, by Pat Davenport, based on Deming and Lezotte's research. This cycle or system as we refer to it needs to be addressed daily with fidelity. Once again, Mr. Bowman has shown the ability to teach, coach, and mentor and when necessary, be extremely demanding. His daily time in classrooms and meeting thereafter with teachers has been and will continue to be priceless in regards to teachers initiating the district's objectives as outlined in Sections 4, 6, and 7 of this document. One of the unique characteristics that Principal Bowman possesses is his ability to wrap his mind around a theory or concept and then the persistence to stay engaged until the task is completed. Maybe the best way to describe this is, he accepts no excuses.

4) collect and analyze data - This is being done at the highest rate ever in Hale Area Schools. From the time we met in Lansing in August until school started, many of the teachers had disaggregated achievement data and were able to identify who the bottom 30% were based on last year's achievement data. The entire high school teaching staff now has in their possession the bottom 30% based on this year's individual class pre-test data. The cross-referencing of this data with attendance, free and reduced lunch count, generational poverty, and other significant data is contributing to valuable conversations and strategies being developed and implemented with the instructional staff, Dean of Student Services, and Social-Emotional professionals employed in our district. This is all occurring under the leadership and direction of Principal Bowman.

5) galvanize staff around big ideas - In a short period of time, Principal Bowman has shown the unique ability to bring staff together in a positive, productive format. His ability to lead by example, actively participate in professional development opportunities, and be mentored has paved the way for our staff members who are dependent, avoidant, and oppositional to let their guard down. His constant presence in their classrooms giving positive feedback, constructive suggestions, and modeling when appropriate has helped earn the trust and respect of

the majority of the staff. Michael Bowman is not the principal today or the educational leader that we hired a year ago. He is effective and works diligently on a daily basis to be highly effective. His leadership and direction at extended day meetings has paved the way for the work that needs to be done for our entire teaching staff and administration to be galvanized around our big ideas. The road map to how we increase skills around reading, writing, and instructional strategies will occur based on the capacity that Principal Bowman is developing and leading with his entire staff.

Indicator 1B: Barclay, Bottoms, Feagin, and Clark refer to leadership capacity as "using effort to elicit effort" from others and every member of the educational community playing a significant role in the endeavor of educating students. When we use this definition, the principal we have at Hale Area Schools, Michael Bowman, is the poster child for this definition. Mike is quite often the first staff member in the building and the last staff member to leave. This pattern of effort affords Mike the opportunity to do his paperwork before students and staff arrive or after they depart for the end of the day, thus allowing the meat of his day to be with those he is committed to serve--observing, coaching, and mentoring teachers and counseling students from an academic perspective. Principal Bowman's expectation for himself and his entire staff is for his staff to work as hard, diligently, and as focused as he does to serve kids.

Hale Area Schools and specifically Hale High School has increased its leadership capacity by hiring a new principal at the beginning of the 2013-2014 school year and by continuing the district's commitment of professional development, both academically and social-emotionally. The intended beneficiary of this rigorous professional development is the staff and then ultimately the students we are committed to serve. The higher our staff's social-emotional and academic skills, the better effort, opportunity, and productivity will occur for our students. Through this opportunity of the Priority Schools and its plan, we have met Rashell Bowerman who has agreed to align differentiated instruction training (MTSS training). This will be done during the 2014-15 school year and will help our staff expand their skills and opportunities and ultimately their instructional strategies to meet students learning styles through their instruction. Once trained, our staff has agreed to and is committed to train other staffs within our ISD and geographical area, thus further enhancing our commitment to lead by example learn and utilize differentiated instruction strategies on a daily basis in our classroom.

We will continue our journey that was started in the summer of 2014 with Readers Writers Workshop. During the 2014-15 school year, with the help of Deonna Montei and some of her peers we will develop what we refer to as a golden rubrics for our non-ELA instructors in the areas of writing and reading. These golden rubrics will be specific skills and strategies that can be instructed and evaluated by non-ELA teachers and non-ELA classes and assist non-ELA instructors in increasing writing skills and increasing reading comprehension by supporting Readers and Writers Workshop concepts within their classrooms. We believe that our math instructors can learn to identify the topic sentence and supporting details within a story problem. We believe that our science instructors, & history instructors can support the concept of topic sentence and supporting details within writing assignments and their disciplines. These are just simple examples.

Indicator 1A, paragraph 2 we refer to professional development opportunities that our teachers and principal Mr. Bowman will attend. At the end of paragraph 2, we included examples of two series that are being attended during the 2014-15 school year to increase leadership capacity. Once again we believe that these opportunities as well as the work with Dianna Montai and Rashell Bowerman will increase our capacity and based on staff surveys and achievement data, the determination to continue these opportunities throughout this priority school cycle will be determined.

The support system for the district principal shall be the Superintendent of Schools, Ronald Kraft; the director of general education at Lewis Cass ISD, Dr. Brian Wood; our social-emotional consultant, Judy McCloskey; our Readers and Writers' Workshop consultant, Deonna Montei; Child Psychologist Maurice Moses who provides support for differentiation; and the head of elementary school at a school in Dubai, Denise Kish. Currently, Principal Bowman meets with Superintendent Kraft face-to-face a minimum of three times a week. The principal and superintendent communicate via the phone or Skype on a daily basis. Principal Bowman is expected to be in classrooms doing observations a minimum of four out of the seven periods in our traditional day. The forms and formats that are utilized for this work are attached within this

document. Dr. Brian Wood also mentors Principal Bowman through the professional development opportunities attended through Lewis Cass ISD. This includes but is not limited to the 9-Step Process of PDCA, as well as the Leadership for Achievement series, which includes presentations by Dr. Larry Lezotte, Pat Davenport, Mike White, and others. Denise Kish spends a minimum of two hours a week coaching Principal Bowman from Dubai. The forms and format used for the walk-through process which are included were utilized last year when Ms. Kish worked in a face-to-face manner within our district, so there is familiarity and rapport between Principal Bowman and Consultant Kish. Principal Bowman takes his Surface into classrooms and Skypes the lesson with Ms. Kish who is listening and watching from afar. At the culmination of the lesson within a 24-hour period, there is conversation between Principal Bowman and Consultant Kish in regards to identifying important aspects of the lesson, quality points to reinforce, and suggested activities to coach and mentor with. The opportunity and ability to use skills and strategies within the Information Age has been very beneficial and our staff as well as Principal Bowman and Consultant Kish have benefited immensely from this strategy.

Deonna Montei has coached Principal Bowman over the course of the last year and through professional development opportunities, face-to-face conversations, phone conversations, and exchanges over the internet, skills, strategies, and reinforcement pertaining to coaching strategies revolving around improving student writing occurs at least on a bi-weekly basis. The intent was for this conversation to occur on a weekly basis, but Ms. Montei's health has inhibited some of this from occurring. Dr. Moses has been extremely helpful regarding gathering data pertaining to different instructional strategies to be utilized with different students and different situations. Dr. Moses meets face-to-face to answer questions with Mr. Bowman and at least twice a month participates in walk-throughs for a minimum of one hour with Mr. Bowman and professional conversations occur shortly thereafter.

Ultimately, Mr. Bowman's desire is to have the experience, wherewithal, and skill sets of all those mentioned in this paragraph. We understand that this is not realistic but will occur over time based on his work ethic and desire. Mr. Bowman has embraced the opportunity of being a Priority School. He is in the process of helping mentor teachers learn to use the walk-through form and format as they learn to teach and coach their peers in a similar manner that Principal Bowman coaches them. In turn, that is how we will build capacity within our organization as we Train the Trainer and the trainer trains the masses.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Indicator 2A: In 2010, Hale Area Schools Board of Education in a collaborative effort with the Hale Federation of Teachers, negotiated the framework of the Danielson Evaluation Model. Hale Federation of Teachers brought a tool to the table that was fine-tuned by Muskegon Oakridge and the basic concept of the Danielson Model was negotiated in good faith during negotiations in 2010-2011.

Since that time, the district has fine-tuned the Danielson Model to use what is referred to today as the Chicago version of the Danielson Model. This adjustment was made during the 2013-2014 school year when newly hired principal, Michael HD Bowman, was hired by a team consisting of community members, Board members, teachers, and administration. During the interview process, Mr. Bowman proposed using the Chicago format which addressed the 22 domains of Danielson over a three-year period, also known as the 8/8/6 model. Beginning with the 2013-2014 school year, 25% of each instructor's final evaluation was directly related to growth in student achievement. This growth was based on pre- and post-data, which came from PLATO assessment as well as mastery item data and data derived from PLAN, EXPLORE,

and ACT assessments. Teachers understand and it has been agreed to in the negotiated process as well as outlined in the Master Agreement that we shall comply with all state laws, thus in 2014-2015, 40% of a teacher's final evaluation shall be derived from student growth based on the assessment pieces already mentioned herein, and in 2015-2016, 50% of a teacher's final evaluation shall be based on measured growth pertaining directly to student achievement. The tool that is used contains descriptors of the four domains and 22 elements.

Teachers sit down collaboratively with Principal Bowman and decide which indicators from each of the five domains are to be worked on annually. Teachers must select indicators from each domain. It has been agreed to that in Year 3, the six remaining indicators as well as the two indicators which were lowest as rated by Principal Bowman during Year 1 and Year 2 and contributed to by individual instructors, mentors, and instructional coaches shall be readdressed. Thus, the third year is truly not six but eight based on two prior year performances. Prior to August 20 annually, the Hale Individual Development Plan is established and signed in a collaborative manner by both administration and individual instructor. Each classroom walk-through that is done a minimum of twice monthly is also reviewed in a face-to-face format within 24 hours of said walk-through and signed by both instructor and administrator. For the formal components of the evaluation, teachers send their Pre-Observation Planning Worksheet to Principal Bowman for his review prior to entering the room. The Post-Observation Reflection Conference Sheet is discussed within 48 hours of the official observation. That form is signed also. The final summative teacher evaluation is also reviewed collaboratively with teachers being responsible to show evidence of where they live professionally on a daily basis pertaining to the four domains and eight elements that are officially part of each annual evaluation.

Mentor teachers utilize the classroom walk-through forms with their mentees. Every teacher that has earned the evaluation of minimally effective or probationary status is assigned a mentor. Mentors must meet formally a minimum of twice per month and written summaries of their conversations are signed and given to Principal Bowman. The mentor also signs the Individual Development Plan as well as the teacher and administrator for each employee.

It is our goal as a district that the evaluation process is viewed as a professional growth process. I have mandated that Principal Bowman spends a minimum of four hours daily observing, teaching, and coaching his staff in regards to their ability to teach and for students to learn as evidenced by formative and summative assessment pieces. It is the goal for this process to be collaborative in nature but at times, there needs to be directives given, behaviors and strategies modeled by Principal Bowman or highly-effective mentor teachers so that those teachers who are minimally effective or are not grasping a concept taught at our professional development opportunities can improve and increase their instructional skills and strategies so that the ultimate goal is achievement for all.

All teachers final scores are reported to the state of Michigan in compliance with Public Acts 100, 101, and 102 and are posted on the state's website.

Indicator 2B: As with our teachers, our principal has an evaluation process that is developed collaboratively. in 2010-2011, the format that is used today was put in place with the current principals, Board of Education, and Superintendent of Schools at that time. Since 2011-2012, we have worked diligently to fine-tune this tool and add individual goals as discussed and determined in a collaborative manner. I have found that this method of using a framework and then fine-tuning based on my observations of Mr. Bowman, as well as the observations of Denise Kish, District Consultant; Marilyn Herriman, District Consultant; Maurice Moses, District Consultant; Pat Davenport, Professional Development Trainer; and Deonna Monte, Readers & Writer's Workshop Trainer and District Consultant. The tool that is utilized comes from a model developed by the Michigan Association of School Boards. The tool outlines elements in the areas of Leadership Behavior; Student Achievement, Instructional Process and Evaluation; Problem-solving, Decision-Making, and Communication; Staff Support; Student Relationships; Support Services and Programs; School Improvement Planning; Financial Management; Community Relations; and Student Achievement Growth.

In 2013-2014, 25% of Principal Bowman's final evaluation was directly related to student achievement growth within our district. This was

based on individual teacher's data pertaining to student growth, MEAP test results, MME, ACT, and district-developed mastery item growth. For 2014-2015, 40% of Principal Bowman's evaluation shall be based on students achievement growth and for 2015-2016, 50% of the final evaluation shall be based on student achievement growth.

(We tried to attach the Teacher Evaluation and Administrator Evaluation, but saw no place to upload these documents. Please advise us during our meeting on October 23 as to how to accomplish this task.)

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A: Teachers who earn the evaluation ranking of Highly Effective, whose students show a year's academic growth for a year in school are those teachers who have shown mastery of the concepts and practices identified in the Danielson framework and the four domains. These instructors then become mentor teachers for minimally effective or not effective instructors and thus are compensated a stipend as negotiated through the Master Agreement between the Hale Board of Education and Hale Federation of Teachers as mentor teachers. Highly effective instructors are also encouraged to provide and contribute to professional development opportunities within our district and in other districts utilizing the 9-Step process developed by Pat Davenport and utilized in our district as well as others. This is done to acknowledge and reward those teachers who have become masters and lead by example.

These instructors are released from Hale Area Schools to provide training at other venues and are compensated to do so also. They receive their daily rate in our district and a stipend from the district they are serving. These instructors once again who have earned the Highly Effective rating are rewarded and encouraged to participate in and are released to be involved with state committees, thus providing additional professional growth and professional development opportunities within their individual content areas and domains. Thus the rewards are from a social emotional format with increased professional status and financial gain.

Teachers who have demonstrated fidelity within the instructional programs established by Hale Area Schools and reflected on their most recent evaluation are encouraged to further their education by taking additional college coursework and the tuition is paid for by Hale Area Schools and needed release time is granted for this further education. We budget \$10,000.00 annually for these opportunities to take coursework in higher education. This occurs with teachers that have earned the designation of effective or highly effective. Starting in the 2013-2014 school year, all teachers who were desired by the district to return for the 2014-2015 school year based on their most recent performance evaluation in the 2013-2014 school year were afforded and granted a signing bonus of \$1,200.00 in an attempt to keep our instructional team in place and progressing forward.

Educators who qualify for the financial and status rewards listed herein are those educators who show mastery as indicated in Area 4A & 6B of said document. Their practices, classroom strategies, and professional learning routines that raise student achievement are deemed Highly Effective.

I believe it is noteworthy that through a collaborative negotiations process with the teachers' union during the 2012-2013 school year, we agreed that starting in the 2014-2015 school year, any increase in compensation would only occur for those teachers deemed effective or highly effective based on the Danielson model and appropriate student achievement growth. This includes but is not limited to those teachers seeking steps, either horizontally or vertically, on the salary schedule and longevity steps. It was also negotiated that those teachers earning an effective rating would receive a set stipend of a minimum of \$1500 and those teachers earning a rating of highly effective would receive a minimum annual stipend of \$3000. Any instructor receiving a minimally effective or not effective rating would receive no pay increase for the following year and would receive no financial increase until they earned a rating of effective or highly effective. We have built into our budget ample dollars to financially reward these instructors attaining at our desired level of effective or highly effective. Thus, the district and labor leaders were able to in good faith agree to and recognize that the benefits of the professional development and dedicated work outlined in Areas 4 and 6 within this document will be rewarded, not only through recognition but through financial compensation. We believe that this was a monumental statement by management and labor, since we are just recently removed from a Deficit Elimination Plan. We believe the statement is, "we reward financially those teachers who consistently perform at a high level." The current master agreement with our instructors is in place with said language through June 30, 2017.

Philosophically Hale Area Schools believes today, and it is how we got out of the Deficit Elimination Plan, We believe and are committed to funding our needs, planning for our wants, and dreaming about our wishes. Rewarding staff members through compensation, payment of college tuition, release time to serve in other district or state committees are rewards that will be addressed as a need in our district.

3B: The criteria for identifying educators who are not increasing student achievement are as follows. Please view document 2 (Final Summative Teacher Evaluation Form); this form is the tally sheet utilized with the five domains in the Danielson Model. Please also view document 16 (Evaluation Percentages) that correlate with document 2, utilizing highly effective, effective, minimally effective, and ineffective. Please also view document 15 (A Framework for Teaching) which is a summary of domains 1-4 and the possible points for each of these sub-category areas. Please note that based on changes in the state law it would be our plan in domain 5, which is student growth, to utilize 26% as indicated in state law for the 14-15 school year, 40% for the 15-16 school year and 50% for the 16-17 school year. Please view document 5 (Elements) for domains 1-4; this document is the backbone of our teacher evaluation and is utilized in pre-meetings, mid-year meetings and end of year meetings. All current teachers have signed a document indicating that they have a copy of this for their review and for them to list artifacts demonstrating which of the areas they live in, not just visit from time to time. Please view document 4 (The Framework Placemat) which is a document that our staff utilizes to choose their 8 components for the school year. Please refer to document 15 (A Framework for Teaching: Components of Professional Practice) which is another quick reflection sheet for teachers to use in their planning and artifact gathering. Please review document 9 (Sample of Artifacts for Each Component); this is another sample document of artifacts of teaching that has been helpful to our teachers. It is also utilized by our principal when having conversations with teachers about their performance. Please view document 7 (Post Observation Reflection Conference Sheet); information tallied on this form is lead by teachers in conversation with our principal so teachers reflect on their performance first and then input is given by administration. Our goal is that teachers own their performance with administration giving feedback until such a time that a teacher's performance would be poor enough that the administrator would need to direct their performance. Please view document 8 (Pre Observation Planning Conference Form); this is completed by teachers and turned in to the principal so that it can be reviewed in a pre-conference meeting prior to the formal classroom observation so there are no surprises. Please view document 10 (Classroom Walkthroughs); this is the form that our Principal uses when doing hour long informal evaluations of our staff. Principal Bowman is required to do a minimum of three classroom walkthroughs per day as well as a minimum of one hour of coaching based on information gained in walkthroughs so there are no surprises in our district. Teachers receive constant feedback pertaining to their performance. This document was developed utilizing the Danielson Model for teacher evaluation for effective schools research by Larry Lezotte, Classroom Instruction That Works by Dr. Marzano and the book Achievement For All - No Excuses by Pat Davenport. There are no surprises in the evaluation processes in our district. Our current high school staff is totally new in the last 3 years. The staff that I inherited 4 years ago when I became the superintendent here was not qualified, motivated, or

committed. They are no longer employees of our district. The current staff we have still has work to do, but their skill-sets and desire to be excellent is the foundation for what we do. Each employee signs each pre-observation, post-observation and classroom walkthrough form. The disaggregation of achievement data is done on a weekly basis and will be recorded in a district designed quarterly report form, which is also attached as document 17 (Weekly Data Review Detail Form). This form will be utilized in our quarterly reporting to the MI Dept. of Education. Teachers that do not gain the status of effective or highly effective consistently on an annual basis will be dismissed. We will find teachers that possess the required skills who we will train within our system which is described within this document. In clarification of 3B4 and the contents of the remainder of this section, please let me reiterate that teachers who do not consistently earn the rating of effective or highly effective as indicated in this section shall be terminated from their employment at Hale Area Schools!

I agreed to become the Superintendent of Hale Area Schools in August 2011. The district was in a Deficit Elimination Plan and had unacceptable student achievement at all levels as indicated by the State Report Card. The uniqueness of this work opportunity was that we needed to right the ship financially while instituting a system to address the major craters in our instructional delivery, assessment practices, and the utilization of data to make adjustments in the daily delivery of programs for kids. As of today, specifically in the high school, I do not have a teacher at Hale High School who was in place when I arrived in 2011. Our district utilizes the Davenport format of teacher evaluation that has eluded to often within this document. It is my hope that through the professional development that is described in this document all teachers will do what is necessary to become effective or highly effective. For the 2013-14 school year, 25% of a teachers final evaluation was based on student growth. For 2014-15, 40% of the final evaluation will be based on student growth, For 2015-16, 60% of the final evaluation will be based on growth. At Hale High School, a year's growth is determined through pretest and posttest using PLATO assessment which is a purchased product and mastery items in the four core areas, which is a district developed assessment piece. Formative assessment pieces are also developed and utilized by individual teachers which should be predictors of mastery items and posttest utilizing the PLATO software.

It was my hope to help those staff members who were in place at that time to get better by increasing our required professional development days from five to 18 annually. Those instructors did not see the need to make the changes that I required and demanded. Thus, we have parted ways and moved in a new direction. I currently have ten staff members in our high school who are either part-time or full-time. This includes core courses, elective courses, and special education. This does not include vocational education or dual enrollment. At the present time, three of my current high school staff members have earned the rating of minimally effective during the last two years. These staff members are on a Plan of Remediation. They have a specific Individualized Development Plan and a mentor assigned. The major reason for these staff members to have earned the rating of minimally effective directly relates to their inability to show documentation and data of a year's growth for students based on an assessment piece other than teacher-prepared.

The tools that we utilize to help a teacher grow and are alluded to in Section 2A are the same tools which we will utilize to help a teacher find a different vocation if they cannot or choose not to perform at the required level of our institution. Since the district provides professional development time and mentoring for annual plans, district-developed mastery items assessment pieces, outside district-developed pre- and post-tests utilizing PLATO assessment, as well as the technology of Mobi pads, projectors, clickers, ACT-prep software, content-prep software, it makes it very easy to gather and disaggregate data. Those teachers who choose not to grow professionally so they can make daily adjustments in their instruction as documented in the reflection component of their daily lesson plans need to seek employment in other institutions or venues.

Each staff member is required to participate in the five professional development days required by the state of Michigan. It has also been the district's practice to provide a minimum of 13 additional days throughout the summer and school year for professional development in Davenport's 9-Step Process, Lezotte's Effective Schools research, Marzano's Classroom Instruction that Works, TESA, Multiple Intelligences, implementing Understanding by Design in creating units, utilization of the MAISA Units, the utilization of technological tools in the classroom, as well as Readers' and Writers' workshop. Individuals attending these opportunities are compensated an additional \$150 a

day. Building leadership as well as union leadership have been actively involved in surveying staff in an attempt to determine needs for professional development. Each teacher is required to attend at least two sessions of professional development as offered by Lewis Cass ISD which is approximately 200 miles from Hale, Michigan. This is done in a collaborative sign-up format and as teachers return, they use the format of Train the Trainer to report out to their peers.

As indicated in this section, it is our goal to help teachers get good and if they can't get good, they need to get gone. Through the Danielson format, mentoring, coaching, the utilization of the Life Styles Inventory for personal, social, and emotional growth, and mentoring in this venue, we have helped a number of K-8 instructors change and grow. We have not had that same success rate at the high school level but are working diligently with the entire new staff of educators that we have in place since August of 2011. This new staffing includes all high school teachers, the Licensed Professional Counselor, the Licensed Social Worker, the Dean of Student Services, and the Principal, Mr. Michael HD Bowman, who was hired in September of 2013.

We believe that each and every staff member has multiple opportunities to improve their professional practice based on the additional compensated professional development days above and beyond state requirements, the mentoring by our highly effective teachers, coaching by Principal Bowman, Consultant Kish, Consultant Moses, Consultant McCloskey, as well as the out-of-district opportunities through Lewis Cass ISD and other venues when requested by staff members. Throughout the last 3 1/2 years as superintendent, I have never denied and the district has always funded professional development requests from teachers when they could tie these opportunities into the district or school improvement plans, the 9-Step Process adopted by Hale Area Schools and/or other goals as outlined in Individualized Development Plans.

In the event that a teacher chooses to not make the required growth to remain a member of our team, we would use the data attained in the Danielson Model of teacher evaluation and proceed through the following steps weather the teacher is a tenure teacher or a probationary teacher.

Teacher Evaluation under the Legal Requirements contained in the Revised School Code

1. In addition to the student data component aligned with student growth there must also be evidence of mastery of subject matter and the skill to check for understanding, model and provide instructional linkage so students can achieve the intended learning outcomes.
2. The evaluation must be based on student growth assessment data for the prior three years.
3. The evaluator must include specific performance goals that will assist in improving effectiveness for the next school year.
4. For a teacher requiring a mid- year progress report, the school administrator or designee shall develop, in consultation with the teacher a written improvement plan that includes these goals and training that is designed to help the teacher improve their rating.
5. There must be a mid-year progress report for a teacher who received a rating of ineffective or minimally effective in their most recent annual evaluation. The mid-year progress report shall be based in part on student performance goals for the remainder of the school year.
6. Classroom observations shall include a review of the teacher's lesson plans and the state curriculum standard being used.
7. The effectiveness rating shall be highly effective, effective, minimally effective and ineffective to each teacher based on their score in the various categories
8. A district is encouraged to assign a mentor or coach to any teacher who is ineffective or minimally effective.
9. The school district shall not adopt, implement or comply with a policy that provides that all personnel decisions shall not have as the primary criteria for recall length of service or tenure status as the sole criteria. If a personnel decision involves two or more employees and all other factors distinguishing those employees from each other are equal, then length of service or tenure status may be considered as a tie breaker.

PROCEDURES FOR TEACHER EVALUATION:

PROBATIONARY:

Observations and Evaluations done in accordance with the law. Period of probation 5 years unless the probationary teacher has three consecutive highly effective evaluations and has completed 4 years of the probationary period.

Probationary teachers who complete a year and have effective or highly effective performance will be retained to enter the second year of the probationary period.

Probationary teachers will be evaluated in accordance with their performance goals that are contained in the IDP. Individual performance in the classroom will be the primary consideration.

A probationary teacher who completes the first year of the probationary period and is determined to be ineffective will not be retained. The evaluator will have expertise in the area of diagnosing and evaluating instructional effectiveness. Each teacher will be evaluated based upon instruction geared to the particular state objective in the discipline being taught. Affective characteristics as well as cognitive ability will be evaluated. The evaluation process will be on going throughout the probationary year in effect. Primary consideration will be given to measurable student achievement and classroom effectiveness. The process and the instrument will be based upon best practices and will be performed using only empirical data and methodology.

Should the performance of the probationary teacher be unsatisfactory he/she will be notified 15 days prior to the end of the school year. If it is determined that there has been acceptable progress in terms of instructional and pedagogical improvement it shall be determined whether or not to continue the probationary. If the probationary teacher is not demonstrating acceptable performance and showing little or no improvement the teacher shall be released from employment. The evaluating official will confer with the Superintendent of Schools or his designee to determine if the teacher should be continued to be employed.

The Public Employment Relations Act states:

"Decisions about the development, content, standards, procedures, adoption, and implementation of the public school employer's policies regarding personnel decisions when conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a position, when conducting a recall from a staffing or program reduction or any other personnel determination resulting in a staffing or program reduction or any other personnel determination resulting in the elimination of a position, as provided under Section 1248 of the Revised School Code".(PROHIBITED SUBJECT OF BARGAINING).

TENURED TEACHERS:

Every tenured teacher must be provided with a year- end evaluation. If the teacher receives a rating of minimally effective or ineffective the district will provide the teacher with an individualized development plan. This plan will be developed in consultation with the teacher and administrative personnel. The teacher must make progress toward the goals in the IDP within a specified time not to exceed 180 days. The performance evaluation will be based on, but not limited to, multiple classroom observations conducted during the defined period. All evaluations will be done using empirical data and best practices guidelines. The number of classroom observations will be determined in consultation with the teacher and administrative personnel.

Any teacher who is rated as ineffective on 3 consecutive evaluations must be dismissed from employment.

Any teacher who fails to improve in the defined time period will be reviewed in accordance with the IDP. It will be determined, in consultation with the teacher, what strategies may need to be reviewed if administrative personnel determine that another time period would enhance the teacher's instructional effectiveness. The tenured teacher may be dismissed prior to the three year period if it cannot be ascertained or determined that future progress is unlikely to result regardless of refining the IDP goals.

Tenure Teacher Procedures

1. A tenured teacher who has a year in performance evaluation that is minimally effective or not effective will be provided with an individual development plan. The plan will be developed with consultation with the teacher and administrative personnel.
2. The IDP will identify job targets that need to be met within the specified time period, not to exceed 180 days.
3. The IDP goals will be developed in consultation with the teacher and will be determined on basis based on best practices that address teaching and learning.
4. Through a process of analysis and synthesis, the controlling board will determine whether the teacher has made appropriate improvement to provide meaningful and effective instruction.

5. All evaluation of performance shall be done using procedures and practices that are researched based and not arbitrary or capricious.
6. The teacher must be highly qualified to be providing instruction at the grade level or in the discipline being taught.
7. Any professional development that is determined will be completed within the prescribed time period, not to exceed 180 days.
8. The IDP will be developed using empirical methodology that will assist the teacher with improvement in these areas, both affective and cognitive that have been identified as needing improvement.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Indicator 4A: Qualities of Professional Learning (PL) Program

Hale High School's professional learning program will reflect the big ideas of increased reading comprehension, writing fluency, and differentiated instructions through the utilization of Readers'/Writers' Workshop, PDCA, and professional development for differentiated instruction (MTSS). The focus of the planned PL program is to create a high quality reading and writing program that incorporates differentiated instruction school-wide. The expectations of the Hale High School teaching staff is to implement the PL program in all content areas with fidelity.

Hale High School's professional learning program will include Readers'/Writers' Workshop for individual teacher support. The district has five required and eight optional professional development days devoted to Readers'/Writers' Workshop. The district has four additional days of coaching for the year (one per marking period). Our teachers are also able to contact the coaches at any time with questions. Our staff will design a protocols that model how Readers'/Writers' Workshop is utilized in core, non-core, and ELA classrooms.

Hale High School's professional learning program will include the Plan/Do/Check/Act model for individual teacher support. The high school administration and teaching staff has begun attending PDCA training through Pat Davenport throughout this school year on a monthly basis. Coaching for PDCA is provided by administration after walk-throughs and observations. Administration has the support from Pat Davenport, Dr. Brian Wood, and Denise Kish (consultant). Our staff will design a protocol for PDCA.

Hale High School's professional learning program will include the Multi-tier System of Support (MTSS) for individual teacher support. The district will begin training on MTSS through both in-district and out-of-district professional development. Coaching will be available for the high school teaching staff through multiple school districts. Our staff will design a protocol to model MTSS to ensure all subject area classrooms are effectively differentiating instruction.

The work structure that Hale High School has adopted is weekly meetings which are designed to address the analysis of student work (such as student daily work, mastery tests, state standardized tests scores, etc.), review peers, and plan collaboratively based on the data. The high school staff will design a protocol of expectations for effectively conducting weekly meeting.

Hale High School's PL program demonstrates a job-embedded model using the analysis of student work to drive instruction and monitor instructional practices. The walk-throughs and observations ensure that the PL program is grounded into day-to-day practices and supports the instructional program in place. The staff utilizes walk-throughs and observations with rubrics that reflects the basis for monitoring the impact of the PL program on instructional practices. Through the PL program the staff will be better equipped to support the instructional program that Hale High School has put into place.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Indicator 5A: When Hale Area Schools has a vacancy, administratively we sit down together and discuss the potential opening and look at the highly qualified skill sets and certifications of our staff. We review trend data from the last three years to refresh where our areas of strength and areas of growth opportunity lie. We then communicate these student achievement findings with union leadership and discuss the need for or desire for a specific internal and external posting. It is at that time that we fine-tune the basic posting that the district has had in place for the last three years. The basis of the posting revolves around skills needed to execute the 9-Step Process, known as PDCA, skills outlined in Classroom Instruction that Works, and documented abilities to work with students who function at a vast spectrum of levels including but not limited to special needs students through the gamut of gifted and talented. Based on our work thus far as a priority school with our priority school plan it has become obvious that we need to add criteria within our posting that revolves around reading comprehension and writing skills. The prior statement is based on trend line data from MEAP, MME, and ACT.

Based on our current work with the priority school plan, our proposed new posting is listed below.

Hale Area Schools
311 North Washington
Hale, MI 48739

POSTING DATE:

POSTING DEADLINE:

POSITION: High School Math Teacher

QUALIFICATIONS:

1. Bachelor's degree required. Highly Qualified in High School Math. Math Major Preferred.
2. Experience in teaching high school students required
3. Experience in creating and using both formative and summative assessments
4. Professional development in Marzano's Classroom Instruction That Works instructional strategies, technology, LSI/OCI, Plan/Do/Check/Act (PDCA) process, TESA, and the PAX Game preferred, UBD
5. Experience in utilizing various technologies in the classroom, including ExamView, Classroom Performance System, Mobi, iPads, and Learn360 preferred
6. Demonstrate the skills necessary to incorporate Reader Workshop strategies in the math classroom
7. Demonstrate the skills necessary to incorporate Writers Workshop strategies in the math classroom
8. Demonstrate skills and strategies necessary to utilize differentiated instruction (MTSS) to align with student needs as they support reading and writing strategies within the math classroom.

Redesign Plan

Hale High School

9. Demonstrate enthusiasm and expertise in working with high school students
10. Demonstrate ability to work with diverse groups of students including At-Risk and Special Education Students
11. Demonstrate ability to work collaboratively with peers on numerous methodologies
12. Demonstrate ability to implement effective instructional strategies to improve student achievement
13. Demonstrate the ability to disaggregate different types of data
14. Meet the standards and qualifications of No Child Left Behind
15. Positive public relations and communication skills required
16. Ability to demonstrate effective classroom management techniques
17. Ability to build and maintain positive relationships
18. Ability to work cooperatively within a team

APPLY TO: Candidates must submit a letter of interest, resume, and credentials to:

Mr. Michael HD Bowman, Principal
Hale Area Schools
311 North Washington Street
Hale, MI 48739

DEADLINE: August 18, 2014 at 4:00 p. m.

Since the start of the priority school plan and what we have learned, we have become a member of a consortium that uses Apple Trac as a local state and national posting website that is utilized by the vast majority of universities and online affiliations for recruitment of candidates nationally.

The unique demographic make-up of Hale Area Schools absolutely contributes to the candidates we desire. With approximately 35 students in each grade 9-12, the composition of each class is fairly consistent. We have a number of students who come to us from generational poverty. Parents are supportive and desire for their child to have a better education and better skill sets than they do. A number of our parents cannot read, write, or do basic math facts proficiently. We have other students who score in the low 30s on the ACT test consistently. Their social-emotional and cultural background include business executives and other professional families included but not limited to clergy, mid-level business management, as well as skilled and unskilled labor, so the demographic diversity as well as the skill sets which students come to us with and the ability to get massive help, minimal help, and no help at home makes the staffing desires very interesting and at times challenging.

We require all applicants to submit their past three teacher evaluations and past three years of student achievement data and acknowledge that they must be ready to tell their story as to how the evaluation occurred and how the data was achieved. They must be able to outline their areas of strength and their areas of growth opportunity. The posting occurs at the university level, in local newspapers, and electronic web-sites. A rubric is established that aligns with the posting, and the interview team which consists of teachers and administrators screen applicants. Once potential applicants are established and rated, typically a minimum of three interviews in rank order, based on the posting and the evaluation rubric, are offered. The next step in the process is teachers and administration fine-tune and develop a set of interview questions related to the job posting and screening tool. There are verbal responses to oral questions, written responses to written questions, and an opportunity to teach a mini-lesson of 30 minutes. After this process is completed, candidates are scored based on a rubric which has been established, and once again, ranked in numerical order. It is at this point and time that a second round interview is offered with the make-up of the interview team this time being the principal and superintendent. After the second round interview, reference checks are made and a position is offered. In the event that we do not find a candidate that we believe either is a winner or a potential winner, we reconvene

the team, make whatever adjustments are necessary to the posting document, and restart the process.

One of the many uniquenesses of Hale Area Schools is our size, with one high school science teacher, one social studies teacher shared with the middle school, one high school English teacher, two high school math teachers who are shared with the middle school, three special education teachers that serve students in grades K-12, a part-time music instructor, and a part-time physical education and health instructor, it is not possible nor practicable to share or swap teachers with other high schools in our district. It is our challenge to take the instructors that we hire and help them to attain the skills utilized in the delivery of our educational programs on a daily basis to match the demographic, academic, and social-emotional needs of our community. We are a diverse community in virtually every recordable sub-category excluding race. Generational poverty, yes. Religious choice, yes. Sexual orientation, yes. Ethnicity, no. I realize that in some districts they can swap administrators and swap teachers. We do not have that option. We need to recruit, train, and attempt to retain those that we help to become highly effective. I believe that it is noteworthy that based on management right language in our master agreement, the Board holds the right to place teachers based on provision 2 in article 3, Board Rights and Responsibilities, which states, and I quote.. "to hire all employees and subject to the provisions of law to determine their qualifications and the conditions of their continued employment or their dismissal or demotion, and to promote and/or transfer all said employees as defined in the contract". Article 10 of the master agreement Assignments, Vacancies, Promotions, Transfers states, and I quote... "prohibited subjects of bargaining will be amended and put into Board policy". Thus the Board has the right to assign, transfer and move based on policy as long as such a move is not arbitrary and capricious.

We have found that the key to recruitment and assignment is to attract and help develop those individuals, including teachers, administration, and support staff, who have the ability to help other professionals grow and develop, thus increasing the capacity of our organization. We are currently in the process of fine-tuning the utilization of certified teacher aides and certified instructors to implement a tutorial and enrichment opportunity weekly in our high school that has paid huge dividends in our K-8. We are finding that the willingness of certain high school staff members who view themselves as content experts are more willing to work collaboratively with a second professional within their classroom than others. We are finding that many of the social-emotional traits as outlined in the Life Styles Inventory tool which we utilize, is helpful in this process. The problem with this tool is that it is not designed to be utilized as a screening tool in the hiring process--only a tool for the social-emotional growth and development. In addition, we have started working diligently with Saginaw Valley State University, an institution within our geographic region, that has a solid teacher education program, where we have been able to attract, recruit, and hire a significant number of staff members over the past three years. Currently in our district from a K-12 perspective, we encourage teaching candidates to do practicum work as well as student teach with those staff members who we deem through the evaluation process to be highly effective. It is our hope and goal that by doing this, we can promote the uniqueness of what we do with prospective candidates as well as get a more in-depth look at prospective candidate's skill sets in an attempt to develop a match within our district. Last but not least, we have hired a number of certified teacher aides, in our K-12 district within the last three years. We utilize this opportunity to do tutorials and enrichments as well as train these individuals within our system and our district-wide professional development, thus attempting to enlarge the skill sets of our applicant pool.

Indicator 5B: The district has worked diligently even during the Deficit Elimination Plan, on providing incentives to retain teachers. We have an insurance plan which does not require teachers to contribute as some districts do, with 80/20. We have been able to find a health savings account plan which is palatable for our employees, allows them acceptable coverage, and the ability for the district to contribute funds to the health savings account. We have renegotiated our salary structure, have paid teachers an additional \$150 a day for high-quality professional development that is negotiated and occurs in the summer or throughout the school year. For those teachers who choose to use these hours to increase their skill sets, this high-quality professional development exceeds the expectations of the state of Michigan for required professional development and the \$1500-\$2000 earned annually is graciously and thankfully received by our teachers. The revenue expended in reimbursement for master's level college courses or additional highly qualified certification for staff members has also been an attractant and a tool that has helped us retain teachers. The willingness of the district to release highly effective teachers to mentor and lead professional development opportunities in other districts has been well-received also. We currently have a middle school employee who is

working with a team of teachers in the state of Michigan to present at the Michigan Reading Conference. When the time comes that the caliber of our high school staff is such, we will surely encourage, promote, and release those staff members to work in this capacity also. Most importantly from my perspective, is our commitment to the individual social-emotional growth of each of our teachers by the utilization of a certified Human Synergistics employee to implement or promote individual personal social-emotional growth as well as cultural growth and development using the Life Styles Inventory and Organizational Culture Inventory.

For the first time ever, Hale Area Schools was able to offer a signing bonus prior to June 30, 2014. This was awarded to those staff members who the district desired to retain for the 2014-2015 school year. Individuals qualifying for and agreeing to said incentive signed an agreement that was negotiated in good faith between the union and the district, thus allowing us to determine our staffing needs prior to June 30, 2014.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

6A: Process for selecting instruction program

Hale High School has chosen to implement the instructional programs of Readers'/Writers' Workshop, PDCA, and differential instruction (MTSS). The three instructional programs are going to be implemented because they are directly related to our three big ideas of increasing reading fluency, increasing writing fluency and increasing the utilization of differentiated instruction. Readers' Workshop will be implemented school-wide, by all teachers in all content areas, to increase reading comprehension, which is reflective of the big idea of improving reading fluency in all content areas. Writers' Workshop will be implemented school-wide to improve writing skills, which is reflective of the big idea of improving writing fluency in all content areas. MTSS will be implemented school-wide to improve overall student achievement, which is reflective of the big idea of increasing the utilization of differentiated instruction.

The instructional programs of Readers'/Writers' Workshop, PDCA, and differential instruction (MTSS) were chosen because we were designated as a priority school due to the fact that the bottom 30 percent of the students did not meet the state determined Percentage Proficiency Targets in all content areas. This was discovered through the disaggregation of multiple data types including, MME, ACT, Plan, and Explore, as well as bi-monthly mastery tests for ELA and math. Each high school student has been surveyed to determine learning styles in all content areas. When looking at the student surveys against teachers' lesson plans it was determined that teachers' had not differentiating their instruction enough to meet the learning styles of all the students in their classes. Teachers and administrators also looked at the school summary report provided by the state of Michigan, and analyzed the trend line from the last five years. When analyzing the trend line it was discovered that the average score over the last five years on the ACT was, reading 38.6%, math 7.4%, science 8.8%, and social studies 24.6%. The demographics of the district were also analyzed and taken into account for the reasons for low student performance. Hale Area Schools provide free breakfast and lunch for all students; this occurs when 70% of the student population qualifies for free and reduced breakfast and lunch. LEA homeless count for school year 2013-2014 from LEA Liaison (prior to MSDS certification) was 67. Currently there are 449 students enrolled at Hale Area Schools roughly. Hale Area Schools is a school district is a community with a history of a low socioeconomic status.

Based on disaggregated data, the staff established the big ideas of increasing reading fluency, increasing writing fluency, and the utilization of differentiated instruction and created the instructional program that will be implemented at Hale High School, to support the big ideas. Hale Area Schools' low student performance was caused by the lack of school-wide implementation of an evidence based and standard aligned programs (e.g. Readers'/Writers' Workshop and MTSS). Low socioeconomic status of the district is also a contributing factor to Hale Area Schools' low student performance.

6B: Qualities of instructional programs

The school's instructional program reflects the big idea of increasing reading fluency, writing fluency, and the utilization of differentiated instruction through:

1. Readers' Workshop will be implemented school-wide, in all content areas, to increase reading comprehension, which is reflective of the big idea of increasing reading fluency. The high school staff has begun using MAISA units to ensure the utilization of Readers' Workshop. Readers' Workshop will help students make connections and understand various types of text through the alignment with career and college readiness standards.

- Common vocabulary for the week
- Graphic Organizers
- Non-core subject areas will support rather than instruct
- Utilize rubrics for ELA, other core subjects, and non-core subjects
- Informational text, read independently

2. Writers' Workshop will be implemented school-wide, in all content areas, to increase writing skills, which is reflective of the big idea of increasing writing fluency. The high school has begun using the MAISA units to ensure the utilization of Writers' Workshop. Writers' Workshop will help students master the writing process for life-long skills through the alignment with career and college readiness standards.

- Composition books in core areas
- Graphic Organizers
- Common vocabulary for the week
- Non-core subject areas will support rather than instruct
- Utilize rubrics for ELA, other core subjects, and non-core subjects
- Informational text, comprehension and summary writing

3. MTSS training will be implemented school-wide, in all content areas, to meet the learning styles for all students, which is reflective of the big idea of the utilization of differentiated instruction. MTSS training will help teachers create robust Tier 1 instruction and create effective interventions with research based teaching and learning strategies.

- Student surveys to determine types of learning styles
- Tutorial and enrichments

o Type of Assessment: Formal

o Outcome: 75% and above - Enrichment; 74% and below - Tutorial

At least 80% of students must score at least 75% on assessment, otherwise re-teaching is required instead of tutorial and enrichment groups

o Cycle: At least once a month

Hale High School's instructional plan was developed through the use of research base and/or relevant data, which showed gaps in reading and writing in all content areas. The staff will be responsible for implementing the instructional program described above for the next three school years in all content areas for the next three years. Preparation, professional development, and training will continue or commence school year 2014-2015 through the resources of Readers'/Writers' Workshop and MTSS. The administration staff will be held responsible for the implementation and continuation of professional development and support in all areas of the instructional plan. Administration staff will track adult implementation of the instructional program through the utilization of walk-throughs, lesson plans, peer processes, observations, mentor teachers monitoring mentees, and co-teacher monitoring each other.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Indicator 7A: Use of Student Data

Hale High School's plan is to implement weekly teacher meeting to disaggregate and analyze data. Teachers will be asked to bring their data from tutorial and enrichments and monthly mastery assessments, unit assessments, and warm ups and cool downs. During this time teachers will be looking at how much the students have improved as a class, as individuals, and who is in the bottom 30%. Teachers will have to write a summary of their data findings and submit it to the principal. Hale High School will know the effectiveness of the instructional practices when all grades make a gain of at least 50% in all areas in all subject areas, in the data areas of pre-post tests and mastery assessments

1. MTSS training will be implemented to meet the learning styles for all students.

- Student surveys to determine types of learning styles

- Tutorial and enrichments: are used for quick check-ups in the teacher's curriculum. Based on the outcome of the assessment a teacher will know if they can move on, do a tutorial(re-teaching) and enrichment, or if the need to spend more time on the topic and do some re-teaching for entire class.

- o Type of Assessment: Formal

- o Outcome: 75% and above - Enrichment; 74% and below - Tutorial (Tier II Instruction)

The instructional program plan to assess for outcomes is to reassessed the tutorial group after instruction

At least 80% of students must score at least 75% on assessment, otherwise re-teaching is required instead of tutorial and enrichment groups

Through the utilizations of tutorials and enrichment, Tier II instruction will be regular and on-going.

- o Special Education inclusion support within ELA and Math (Tier III Instruction)

- o Frequency: At least once a month

2. Monthly Mastery assessments will be given bi-monthly in all ELA and Math classes.

- Students will be given an assessment that is directly linked to the common core standards taught in the English class based on the grade level.

- o Students are given 4 questions for every standard, and are tested every other month. There are 3 versions of the assessment so students can not memorize the answers. Students are tested on all the standards they will be taught for that entire year, every time.

- o Students are tested not for a grade but for teaching purposes

Teachers can determine where the students' skill levels are at both as a class and individual students.

Teachers can determine what needs to be taught more explicitly and what can be simply taught and reviewed. Teachers will know this by scores. If the student get 3 or 4 questions correct they have mastered that skill, if they get less than 3 correct they have not mastered the skill.

3. Unit assessments

- Students will be given unit assessments in classes where it is appropriate. There will be pre-test and post tests

- o The pre-assessments will be used to let the student know what they will be expected to learn and what they will be tested on for the final exam.

- o The pre-assessments let the teacher know how to plan out the unit, how much time each topic within the unit will need for teaching.

- o The post-assessments let the teacher know how effective they were at teaching the unit as a whole and each topic individually.

o The post-assessment also lets the teacher know how much growth each student had, because they are able to compare it to the student's pre-assessment.

4. Hale High School's plan to monitor the effectiveness of the instructional practices will take place at regular and on-going weekly teaching staff meetings and includes the following:

- Walk-through tool
- Lesson plans
- Peer process - rubric (PLC implementation guide)
- Mentor teachers monitor mentees
- Co-teachers monitor each other

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8A: The district currently has scheduled 175 instructional days. It is the plan over the next four years to increase this to 180 instructional days. The district has increased the amount of time spent instructing ELA and math in Grades K-8 and the plan is for that to continue. The district has put into place the opportunity for middle school students to gain high school credit in foreign language and technology, thus reducing the number of classes required in grades 9-12. By allowing and encouraging the successful completion of high school credit in the middle school, in theory that will allow our students in the bottom 30% to increase their time in needed core areas and still allow them the opportunity to pursue vocational skills and certifications, leading to better career opportunities and a positive way out of generational poverty. We have worked diligently and aggressively to help our bottom 30% gain vocational skills, credit, and certification through the Iosco Regional Career Center and the Bay-Arenac Intermediate Career Center. We currently have a 7 period day with 22 credits required for graduation. A student who does not attend one of the mentioned tech centers has the opportunity for 28 credits, only needing 22 to graduate. Students who attend either tech center only have the opportunity to obtain 26 credits because the travel time to these institutions reduces the amount of academic credits possible. We also encourage students to take classes in areas of interest while in high school. That could be additional on-line, fine arts, foreign language, or physical education and health. By moving foreign language and technology to the middle school, we are in the process of creating room for additional skills classes in the areas of reading, writing, and math for those students who need that additional time. Our plan for the future is for the skills classes to be assigned to and taken by those students in the bottom 30% who are in danger of not possessing adequate literacy and numeracy skills to gain a high school diploma.

One of the challenges that we currently know we will experience in the development of and institution of skills classes is the sharing of our Math and Social Studies instructors with our middle school and the number of singleton courses K-12 in the areas of fine arts and physical education and health.

Our ultimate desire and the commitment to the concepts of Readers' and Writers' Workshop across the curriculum is so that everyone teaches writing and everyone teaches reading comprehension utilizing different curricular materials, and thus increasing time on task.

Indicator 8B: Through the 9-Step Process initiated by Pat Davenport and adopted by Hale Area Schools' grades K-12, we have established a 30-minute time period in each core class on a weekly basis to do tutorials and enrichments. Enrichment sessions will be led by teachers for SY 2014-2015

students who have attained a minimum of 75% on a formative assessment. These activities will relate to the instructional initiatives at said time but will utilize Bloom's Taxonomy of higher-order thinking skills to dig deeper. Those students not attaining a minimum of 75% on said assessment piece will remain with the core teacher for a tutorial opportunity and an assessment to show mastery of the concept that was not attained. This concept of tutorial and enrichment has been extremely successful in other districts and in our current K-8. The request to initiate the tutorial and enrichment concept was made by the staff last spring and is in the infancy stages as we progress currently. The rationale for tutorial and enrichments is to help all students grow to the fullest of their potential; that is the enrichment portion. The tutorial portion is designed to leave no child behind and promote mastery. This fits nicely into the 3-tier model because quality instruction should gain mastery by 80% of our students the first time, thus leaving us an organized method to address students who are in the 15% and 5% categories.

Indicator 8C: The following contract language was negotiated in good faith prior to the culmination of the 2012-2013 school year in anticipation of our high school eventually being a Focus or Priority school. Said language was designed to provide additional time outside the traditional day for collaboration, disaggregation of data, and to meet the unique needs of a district changing from a low-functioning institution to a high-functioning institution, and I quote:

"As a commitment to improving student achievement, staff will stay an additional one hour either before or after school two days per week. Meetings may consist of grade-level teams, building-level teams, or K-12 teams, depending on the focus of each meeting. Technological training, data dissemination, and instructional goals will be part of these meetings. Staff meetings called by administration will occur during this time. Staff and administration will have input into creating a survey to determine staff needs for these meetings. These surveys and student achievement data will determine the topics and agendas for these meetings."

Our rationale for negotiating this contract language was to initially force staff to collaborate, disaggregate, and then utilize data to make daily decisions. Initially, we spent countless hours teaching staff members how to disaggregate achievement data. It is now second nature for most staff members. Now the cross-referencing of achievement data with demographic data with instructional strategy data.

After our onsite review of our priority plan in Lansing this fall, the discussion with our reviewers and monitor contributed to the following discussions in our district: How much time on task on an hourly and daily basis do we lose based on interruptions in the classroom from the office? This includes but is not limited to phone calls from the office, mass communication from an auditory standpoint utilizing our PA system, administrators and office personnel walking in and talking to students, other teachers walking in on a class to speak with teacher or students. Based on the discussions it was determined that we could recoup valuable time by instituting a zero interruption policy, which we have. The only way there can be an interruption in a classroom is from an administrator in the case of an emergency. Our goal here is to utilize every minute to have students actively engaged and on task.

The second conversation that has occurred based on this trip and review was integrating an additional skills class in English Language Arts at the High School for those students in the bottom 30% that are not progressing adequately based on achievement data emphasizing reading comprehension skills and writing skills. This is currently in the discussion phase, but if recommended by our teachers and principal, the district stands ready to fund this as a need.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Indicator 9A: Family Engagement

The school has outlined multiple strategies to engage families in reform effort

- High school principal has set up senior interviews

- o Community members came into the school and interviewed students and provided feedback.

- o Students had a week to prep for the interviews during their English class. During that time students were to research how to answer questions and write out their possible answers the sample interview questions they were provided.

- o Hale Area Schools has identified the community's low economic status as a contributing factor to the students' low performance. By providing students with this opportunity we have provided them with skills to help them obtain a job. By having the students research and write out their answers for possible interview questions, we have given the students an opportunity to further improve their skills in the area of reading comprehension and writing fluency, which are two of our three big ideas.

- Parent, Student FASFA night

- o Hale Area Schools dedicates one night a year to bring in a professional to work with the students and their parents on filling out and filing their FASFA.

- o Parents are notified weeks in advance through a letter sent home and a phone message by the school.

- o Hale Area Schools has identified the community's low socioeconomic status as a contributing factor to the students' low performance. By having this service available for the parents and students we giving them an option that will help them prepare for college. Many parents did not attend college so they are unfamiliar with the FASFA process, and do not know where to look for assistance. This service also has the students reading documents that are at a high level and they are having to interpret them in order to obtain the correct information band receive aid.

- Monthly Newsletter

- o One page dedicated to Readers'/Writers' Workshop, data, and new strategies (e.g. monthly vocabulary calendar, Readers'/Writers' Workshop, etc.)

- o By providing every community member with a newsletter of what we are using to help our students improve their reading and writing, which are two of our big ideas, we are inviting them to be involved in the students' education. We are giving information of what practices we are doing so that parents can be aware of them and support them at home.

- o Hale Area Schools has a very low socioeconomic status and many families do not have computers, so in order to get this information to them we print it in a newsletter and mail it to their homes.

The school has outlined strategies to engage community partners in reform efforts

- Friends of the Library

- o This is a group of retired community members that work with the local township library.

- o The volunteers come into the school and listen to our students read. They also come in and take care of the school library because we do not have a librarian.

- o Both of these task help us improve our students' reading levels which is one of the big ideas.

- Hale Area School has a social worker on staff and a full time licensed counselor in the building.

- o We have both of these professional available to meet with students and families before school, during school, and after school.

- o Hale Area Schools is a low socioeconomic status community, and given what research says about this effect on students both academically and emotionally, we made it a priority to enlist professionals to help our students. By them helping our students emotionally, we can then focus on helping them academically, which are our big ideas.

- Monthly Newsletter

- o Sent to all community members within the school district

- o One page dedicated to Readers'/Writers' Workshop, data, and new strategies (e.g. monthly vocabulary calendar, Readers'/Writers' Workshop, etc.)

- o By sending this newsletter out to not just parents but all of the community we are inviting them to be more active in our school. They will know what we are doing and will be aware of the different events to which they can come and support the students, whether it be academically, at sporting events, or community events they are involved in.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Since Hale Area High School is not a Title I school, there are no funds available from the federal government to be utilized to help Hale High School go from a priority school to a reward school. It is the commitment of the entire staff K-12, district administration, and Board of Education to remediate the issues that have contributed to the bottom 30% not attaining in an acceptable manner. We will use a similar approach to remediate the situation as if we were a Title I school. Hale High School's Improvement Plan is developed by the teaching staff, support staff, principal, and community members. This plan contributes to the district School Improvement Plan and goals. The staffing of Hale Area High School is determined by student achievement needs. The determination of before-school tutoring, lunch-time tutoring, after-school tutoring, Saturday School, Sunday afternoon school, and Summer School is derived from achievement data and teacher input. The request was made last spring, after a professional development opportunity by the high school staff at Lewis Cass ISD pertaining to the Davenport 9-Step Process to develop a plan for tutorial and enrichment activities on a weekly basis in our high school.

The tutorial and enrichment format has been heavily utilized over the past two years in our K-8 and at that level, we have experienced a 12% increase in the achievement level of our K-8 bottom 30% in reading. This data was attained prior to the work done last school year and last summer with Readers' and Writers' Workshop, thus the positive increase at our foundational levels was surely a contributor to the desire and request of our high school staff to initiate and institute tutorials and enrichment opportunities as well as gain further training, understanding, and initiation of the Readers' and Writers' Workshop concepts within all high school courses.

The district has developed an initial staffing plan for tutorials and enrichments at the high school level and is in the process of executing that plan and based on the findings, stands ready to adjust said plan. The use of time and the calendar are negotiated items that have been developed collaboratively. Based on the size of our district, the sharing of staff members from a K-12 manner, dual enrollment opportunities, and vocational education that is housed outside our facility where students are transported to makes it very interesting to increase the time. At the request of the high school staff last spring, we used consultant Denise Kish to do a time study in each classroom. I propose that we don't need more time, we need to utilize the time that we currently have more efficiently and more effectively with fewer distractions. Our time on task which is a correlate of Effective Schools, needs to increase. Our butt time, or seat time, does not necessarily need to increase. If deemed necessary based on the disaggregation of data, skills classes, which is an extra hour of work in math and ELA, will be available in the future. The issue with this is if students need this extra time, it inhibits their ability to obtain vocational skills which are a necessity for them to successfully gain employment in the future and begin to break away from the generational poverty which has negatively impacted their upbringing.

administrator, counselor, and social worker must increase and improve for the needed opportunities to occur for each and every student. Philosophically, I believe our best investment is when we invest in people. That is why, over the past four years, and for sure, the next four years, we stand ready to bring high-quality professional development to our teachers, and then coach them to fine-tune those skills to be utilized on a daily basis.

Our philosophy from a budgeting standpoint is relatively simple. Fund your needs, plan for your wants, dream about your wishes. Our needs will be determined by the compilation of a variety of data. The centerpiece of this data will be student achievement, standing slightly behind student achievement will be the skill sets needed by our staff members to differentiate instruction and meet the social-emotional challenges of those students coming to us from generational poverty. The utilization of technology to help deliver services is absolutely a positive option in our district but there is no substitute for positive, modeled, caring relationships with students and parents, thus the reason that our teachers are required to call home when students are absent and to make an additional minimum of three positive phone calls home daily.

Our graduation rate was a contributing factor to us becoming a Priority School. Part of this unacceptable rate was contributed to by a Cyber School that the district undertook five years ago. We closed this institution two years ago; those students not completing their degree were a contributing factor. At the present time, the cohort as determined by GAD, is at 87%. This exceeds the state expectation but does not exceed our own. Our goal is all students will learn; all students will graduate with the necessary skills to be productive, contributing members of society.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Indicator 11A: External Technical Support

1. The district has demonstrated an understanding of the kinds of supports available to the school

- Maurice Moses

o Renowned behavior specialist that provided professional instruction and coaching differentiated instruction and how to reach the bottom 30 percent

- Denise Kish

o Experienced consultant that provides professional development and coaching for PDCA, 7 Correlates of Highly Effective Schools, Classroom Instruction that Works, and Understanding by Design

- Deonna Montie

o Provides coaches and professional development for Readers'/Writers' Workshop

- Pat Davenport

o Provides professional development and coaching for PDCA

2. The district has designated a central office contact person responsible for monitoring and supporting the school

- Superintendent - Ron Kraft

- Principal - Michael HD Bowman

3. The district will participate in workshops and conferences offered by the ISD, Michigan Department of Education, and other external partners or organizations (i.e. MAPSA, MAISA)

- Our staff will implement MAISA Units are used by core subject area teachers.

Redesign Plan

Hale High School

- Our staff will attend the Achievement Training Series (Pat Davenport - PDCA).
- Our staff participates in a county-wide professional development through IRESA annually.
- Our staff will continue professional development on Readers'/Writers' Workshop.